

CTE Student Performance Improvement Plans  
3S1 – Secondary School Completion

AVD	Improvement Plan	Evaluation Method
2	While we are working to improve the graduation rates of our students, we are also battling the fact that the local combined graduation rate within our AVD is 74.45%. This rate alone impinges our ability to meet a target level of 93%. We will continue to encourage our students to be successful in their academic classrooms as well as their CTE classrooms. The plan team will work with teachers to provide incentives for students maintaining a 2.5 GPA or better. We will modify the Technical Honor Society so that it provide incentives for students to do well in areas that they enjoy. Department Chairs will work with teachers to monitor student progress. We will also work with counselors to offer some modified options for students who may not complete graduation requirements as this is often the case. Improved success in the CTE classroom is what we feel is necessary for students to maintain success in their academic classrooms and ensure graduation.	<ul style="list-style-type: none"> <li>• Director review of data</li> <li>• Data Reports out to teachers</li> <li>• Monitor progress via visual indicator in the Main Office</li> <li>• Communication with Counselors</li> </ul>
4	<p>The Southlake completion plans include:</p> <ol style="list-style-type: none"> <li>1. Work with the students to encourage them to sign up for the next course in sequence.</li> <li>2. Work with counselors during enrollment and scheduling to get a list of students not enrollment and then meet with those students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with the guidance department in collecting data on preliminary enrollment counts for CTE.</li> <li>2. Follow-up with guidance on final counts prior to end of school year to compare numbers.</li> </ol>
6	<p>A K Smith will work through our Professional Learning Community Initiative to develop a plan to improve our students Secondary Completion rates by:</p> <ul style="list-style-type: none"> <li>-explaining the advantages of completing their CTE Program to parents and students</li> <li>- adding senior projects and internships to course expectations</li> <li>-encouraging students to attain a Technical Honors Diploma</li> <li>-providing all students with a trusted and consistent advisor</li> <li>-revising curriculum to include career pathway information and advance level courses</li> </ul>	We will evaluate our effectiveness in the increased number of students who are completers.
9	We will continue to work with the eleven school corporations served by FCAVC to offer flexibility in scheduling CTE courses so that students can take advantage of remediation courses at their home high schools and retake Core Academic classes needed for graduation. We will also continue to integrate Core Academic subject curriculum into the CTE curriculum so that students continually reinforce the academic skills needed for graduation through their CTE training.	We will work with each of the eleven high schools on credit recovery efforts and successful completion of students.
16	We will involve the Guidance Dept. at Logansport High School and Century to develop focused 4 year plans of study aligned to state standards and pathways to insure student enrollment for the 2 year programs remain constant through to completion. Many students want to move from one program to the next to gain a variety of experiences, but with the focused guidance and career counseling enrollments should remain stable.	Century guidance counselor will monitor mid-term and final grade progress to determine continued proper placement within the student's specific pathway. Intervention will occur and be documented through the Power School system and will be reviewed at regularly scheduled guidance meetings.

17	<p>The career counselor and the career counselor assistant will meet with the home school counselors and develop a list of CTE students at risk for graduation. Those students who have been identified as at risk for graduation will meet individually with our career counselor to develop a student growth plan that will outline strategies that will provide assistance for the student in reaching the goal of graduation, GED, credential, or certificate. This list will be examined monthly with the home school counselor to determine progress of the student in regards to expected graduation.</p>	<p>Short-term: The monthly meetings with the home school counselors will assist in monitoring progress as well as identifying potential students at risk for graduation.</p> <p>Long-term: 3S1 Student Graduation Rates.</p>
24	<p>Safety nets will be put into place that will allow pre-tracking of student's success. An exit interview and survey will occur where students will be informed of additional resources that they may access to earn a "regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State)".</p> <p>Adult education, credit recovery, extended semester/year in CTE program, summer school and on-line resources will be offered.</p> <p>Career Clusters and sending school counselors will meet as a professional learning community (PLC) at beginning, midpoint, and end of each year to discuss the academic progress of their students and make decisions about appropriate interventions and enrichment exercises. Outcomes will include common resources needed, future trends, and common goals.</p> <p>Students will have daily access to the Learning Center using NovaNet.</p> <p>The Math and Language Arts teacher are fully accredited instructors and are accountable for the development, placement, and instruction of new methods of delivery in order to increase student achievement in academics. All strategies all supported by the implementation of Career Cluster Professional Learning Communities, summer programs, and in-service workshops.</p>	
25	<p>Analysis of the data from which the indicator performance was derived reveals the following reasons for students not completing their program of enrollment:</p> <ul style="list-style-type: none"> <li>• 44.4% - changed objective</li> <li>• 18.5% - graduation requirement conflict</li> <li>• 14.8% - transferred to home schooling</li> <li>• 11.1% - move to another district</li> <li>• 7.4% - medical</li> <li>• 3.7% - lack of transportation</li> </ul> <p>Through further analysis of the circumstances of the students who changed objective, it was found that most were unprepared or unwilling to perform tasks and assignments and have consistent attendance issues. For the 18.5% of students that had a graduation requirement conflict, they were required to withdraw due to failure of a core academic course required for graduation. The third highest percentage of students (14.8%)</p>	<p>Throughout each semester, bi-monthly reports will be used to monitor attendance, academic progress and enrollment. Interventions will then take place including the Career and Education Transition Coordinator, instructor, student and, if necessary, the parent to pro-actively address difficulties and skill gaps.</p> <p>It is expected that through more careful placement and pro-active intervention, there will be a reduction in the number of students who leave career-technical programs, especially at the end of semester one.</p>

	<p>transferred to home schooling, typically due to lack of credits at their sending school.</p> <p>The focus of this improvement plan will be on the largest category, those who change their objective. Strategies that will be used include:</p> <ul style="list-style-type: none"> <li>• Increased use of pre-enrollment interviews to better assess proper placement</li> <li>• Improved communications with counselors to best match enrollment to career pathway</li> <li>• Early identification of students who exhibit difficulties with performance of coursework</li> <li>• Early intervention with attendance difficulties</li> </ul>	
26	<p>Improving completion in vocational courses again is rooted in more effective communication at the building and district level. Our goal is to infuse more professional development in working with counselor, administration, and parents in setting more clear expectations and methods that more effectively track student progress. This process can begin immediately as we identify and begin to systematically focus on students that struggle with attendance, grades, behavior that may hinder their completion and possible graduation from school.</p> <p>Additionally, students at the Ebbertt Center can use Plato software to improve basic skills and make up courses they have failed in our Virtual School. This is open to our local high school students and any district student who may enroll in our vocational programs.</p>	<p>Local and district meetings to be announced will discuss expectations at the building level with counselors and administrator to discuss best practice and specific ways to improve this area.</p> <p>At the Ebbertt Center and throughout the district, students may enroll in our Virtual School to retrieve lost credits that will assist them in staying on track for graduation. Virtual School courses are taken on line at the Ebbertt Center and allow students to attend class five days a week after school from 2:30pm until 4:10pm. This allows students to avoid being in summer school and make up lost credits all through the year.</p>
27	<ul style="list-style-type: none"> <li>• The level of students completing secondary school is an increase over the previous two years.</li> <li>• Student academic performance will be tracked and efforts will be made to encourage students to pass all academic courses and graduate.</li> <li>• Students indicating they want to leave a career program at semester will be encouraged to remain through the school year, rather than return to the home school</li> <li>• A review and retention plan will be created and shared with staff.</li> </ul>	<p>Do more students meet the secondary completion level than in 2008-09.</p>
32	<p>The IPS Career Technology Magnet at Arsenal Technical High School will.....</p> <ul style="list-style-type: none"> <li>• Adhere to the CTM grade requirement in order for students to enter CTM as a ninth grade student.</li> <li>• Create Positive relationships between teachers and students in order to influence students to want to do well within their CTE and academic classes.</li> <li>• Help students to see the relevance of a high school diploma by relating life experiences and creating real world scenarios for students.</li> <li>• Reward students for attendance. Create an attendance team that can electronically monitor student attendance and tabulate results. Points will be awarded and the top ten or twenty students will have their names recorded and posted within the main hallway of CTM (like a leader board in golf or auto racing).</li> <li>• Call parent if student is absent from the CTE class more than 3 consecutive days and when the total of excused/unexcused absences reaches 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in percentage of concentrators becoming completers.</li> <li>• Increase parental involvement thus fostering a positive feeling toward school which would be reflected in student attendance, achievement and ultimately, completion. Record attendance at open house, Parent in Touch Day and parent contact logs to measure effectiveness and create current contact information.</li> <li>• Increase in student attendance which should create a positive academic outcome in the form of higher grades in a majority of student's classes, leading to an increase in a higher percentage of completers.</li> </ul>

	<ul style="list-style-type: none"> <li>Each CTM parent will receive at least one positive phone call from their student's CTE teacher each semester.</li> <li>CTM will hold its own open house to welcome parents, showcase projects, programs and allow an opportunity to talk with to their student's CTE teacher.</li> </ul>	
35	<p>All but one of the non-graduating concentrators are at one of the same two high schools. I will forward the list to the administration at the appropriate school for them to investigate what kept these students from graduating. The AVD 35 CTE office will follow up with building level administration on ways that we can help improve this rate. We also anticipate that there could be a drop in this percentage over the next few years as new pathway implementation plans are completed at two different alternative schools. The hope is that these new CTE pathways will help improve the graduation rate at both alternative schools. A positive impact on the school's graduation rate may show as a negative impact on this core indicator because the percentage is at a higher level.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>A reduction in non-graduating concentrators at the two high schools that had more than one CTE concentrator not graduate.</li> <li>Closely monitor new data from the two alternative schools regarding CTE concentrators and graduation rates. It will take multiple years of data to determine if the CTE pathways at these schools are having a positive impact on their graduation rates.</li> </ul>
39	<ul style="list-style-type: none"> <li>Request data from DWD earlier so that STNs can be checked, verified and corrected</li> <li>Request a query from Chris Deaton for local Concentrators. Given the number of errors we found, we believe that we would have met this Indicator had we had this query.</li> <li>Locally identify students whose grades indicate that they are at-risk for not completing high school. Once identified, create situations where the CTE class is a motivator for completing high school.</li> </ul>	<ul style="list-style-type: none"> <li>Query will allow for more accurate STNs.</li> <li>Multiple opportunities to verify STNs will improve accuracy.</li> <li>Follow-up services will be provided for identified at-risk students.</li> </ul>
41	<ul style="list-style-type: none"> <li>Request data from DWD earlier so that STNs can be checked, verified and corrected</li> <li>Request a query from Chris Deaton for local Concentrators. Given the number of errors we found, we believe that we would have met this Indicator had we had this query.</li> <li>Locally identify students whose grades indicate that they are at-risk for not completing high school. Once identified, create situations where the CTE class is a motivator for completing high school.</li> </ul>	<ul style="list-style-type: none"> <li>Query will allow for more accurate STNs.</li> <li>Multiple opportunities to verify STNs will improve accuracy.</li> <li>Follow-up services will be provided for identified at-risk students.</li> </ul>
43	<p>The students will be made aware of the need to complete the program for future success provided by potential employers, union reps and college reps</p> <p>Student will be encouraged to "stay in touch" with the instructor as to their future endeavors to assist guiding other students</p>	<ul style="list-style-type: none"> <li>Students leaving prior to graduation/completion will be surveyed as to why they left the program/school prior to graduation</li> <li>Students will be contacted the following school year to determine if they benefitted by leaving early. Their responses will be shared with other students to encourage them to stay.</li> <li>If they thought it benefitted them, the answers as to why will be reviewed as to potential program improvements.</li> </ul>
44	<ul style="list-style-type: none"> <li>Work with business education teacher to try to get CTE certification.</li> <li>Work with participating school counselors to try to increase sophomore student enrollments thus</li> </ul>	<p>The number of students accumulating 6 credits in the information technology course sequence will increase.</p>

	increasing the possibility of those students receiving 6 credits.	
48	We certainly plan to help all students graduate from high school. Only two students have been identified as non-graduates. Our improvement plan will be to continue to offer similar services to ALL students which include mentoring, remediation for course work, tutoring, counseling, and technical skill development. With small numbers of students we expect this measure to fluctuate as just one student greatly affects the percentage.	We will evaluate progress by reevaluating the performance measure each year.